

Assessment Rubric – How we express ourselves

Media influences how we think and the choices we make

Task: work with a group to market and advertise a product, including print, radio and TV adverts - see [link](#)

	Beginning – 1	Consolidating - 2	Proficient – 3	Advanced – 4
<p>What is the purpose of advertising?</p> <p>What are the different types of advertising?</p>	<p>Can give some of the purposes of advertising. May attempt explanation.</p> <p>Can list some types of advertising. May attempt explanation.</p>	<p>Can list various purposes of advertising with some explanation.</p> <p>Can list various types of advertising with some explanation.</p>	<p>Can explain various purposes of advertising e.g.</p> <ul style="list-style-type: none"> · To sell · To persuade · To take action · To promote <p>Can explain and give examples of various types of advertising e.g.</p> <ul style="list-style-type: none"> · Print (newspaper, magazine, billboards) · Radio · Internet · Television 	<p>Can explain and give examples of various purposes of advertising.</p> <p>Can explain and give examples of various types of advertising and reasons behind why advertisers choose particular types.</p>
<p>What persuasive techniques are used to reach and influence a target audience?</p>	<p>With support, identifies the target audience and some (2-3) techniques used by advertisers.</p> <p>Makes a connection between advertising techniques and target audience</p>	<p>Identifies a range (4 or more) of persuasive techniques used by advertisers and may describe some ways they are effective.</p> <p>Gives some explanation about the connection between advertising techniques and target audiences.</p> <p>Uses some examples.</p>	<p>Identifies a range of persuasive techniques used by advertisers and clearly describes how these are effective e.g.</p> <ul style="list-style-type: none"> · Humour · Exaggerations · Gimmicks · Intense language · Association · Rhetorical questions · Celebrities · Beautiful People · Experts <p>Gives a detailed explanation about the connection between some of these techniques and the target audience they aim to persuade.</p> <p>Uses a variety of examples from various target audiences e.g. children, mothers, boys/girls, culture.</p>	<p>Identifies a range of persuasive techniques used by advertisers and clearly describes how these are effective.</p> <p>Gives a detailed explanation about the connection between a range of persuasive techniques and the target audience they aim to persuade, giving a variety of real life examples.</p>

Social skills Works as part of a team to achieve a common goal	Works in a group with teacher assistance.	Meets most of the criteria some of the time. OR Meets some of the criteria most of the time.	Meets most of the criteria most of the time.	Consistently meets the criteria and demonstrates effective leadership skills within groups.
---	---	--	--	---

Social skills criteria

Accepting responsibility:

Taking on and completing tasks in an appropriate manner; being willing to take on a share of the responsibility.

Respecting others:

Listening sensitively to others; making decisions based on fairness and equality; recognising that others' beliefs, viewpoints and ideas may differ from one's own; stating one's opinion without hurting others.

Cooperating:

Working cooperatively in a group; being courteous to others; sharing materials; taking turns.

Resolving conflict:

Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.

Group decision making:

Listening to others; discussing ideas; asking questions; working towards and obtaining agreement.

Adopting a variety of group roles:

Understanding what behaviour is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.

Self reflection

- *I think I did well on....*
- *I could have improved by....*
- *I am going to use my learning to....*

Peer feedback - Peer assessor's name:

- *I think you did well on....*
- *I think you could have improved by....*

Teacher feedback - see comments